



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 11901455
SAU: Yarmouth Schools
School: Yarmouth Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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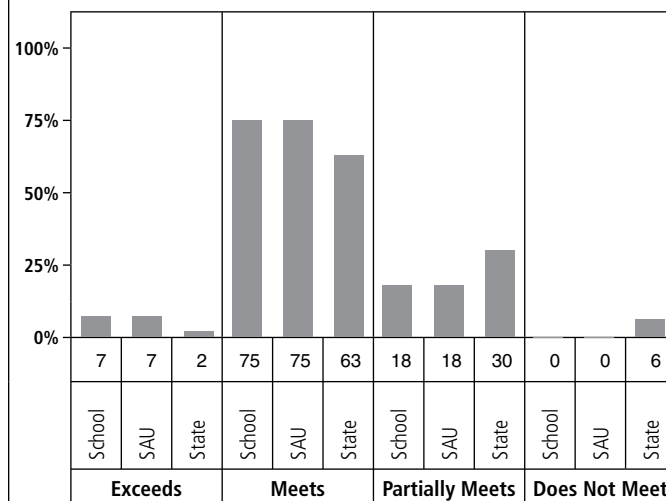
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Yarmouth Schools
School: Yarmouth Elementary School

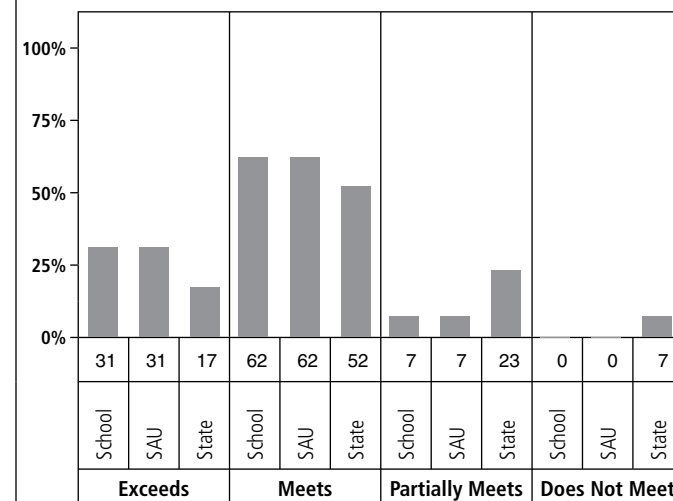
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	350	350	345
2007–2008	351	351	344
2008–2009	350	350	345
Cum. Avg.*	350	350	345
Mathematics			
2006–2007	357	357	347
2007–2008	359	359	347
2008–2009	358	358	348
Cum. Avg.*	358	358	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Yarmouth Schools
School: Yarmouth Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	85	100	85	100	13763	100	85	100	85	100	13691	100	85	100	85	100	13691	100						
Ethnicity African American/Black	2	2	2	2	416	3	2	100	2	100	412	99	2	100	2	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	83	98	83	98	12846	93	83	100	83	100	12788	100	83	100	83	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	8	7	8	2414	18	7	100	7	100	2388	100	7	100	7	100	2388	100						
Current LEP	1	1	1	1	420	3	1	100	1	100	413	98	1	100	1	100	417	99						
Economically disadvantaged	0	0	0	0	5887	43	0	0	0	0	5847	100	0	0	0	0	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	79	93	79	93	10316	75	79	93	79	93	10355	75						
Identified disability (PET/IEP)	3	4	3	4	437	4	3	4	3	4	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	6	7	6	7	3179	23	6	7	6	7	3152	23						
Identified disability (PET/IEP)	4	67	4	67	1757	55	4	67	4	67	1759	56						
LEP	1	17	1	17	214	7	1	17	1	17	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	2	33	2	33	1192	37	2	33	2	33	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Yarmouth Schools
School: Yarmouth Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	9	9	9	9	332	2
	2007-2008	7	7	7	7	227	2
	2008-2009	6	7	6	7	262	2
	Cum. Total*	22	8	22	8	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	77	78	77	78	8691	63
	2007-2008	86	83	86	83	8403	62
	2008-2009	64	75	64	75	8500	63
	Cum. Total*	227	79	227	79	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	10	10	10	10	3781	27
	2007-2008	9	9	9	9	4018	30
	2008-2009	15	18	15	18	3985	30
	Cum. Total*	34	12	34	12	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	3	3	3	1021	7
	2007-2008	1	1	1	1	938	7
	2008-2009	0	0	0	0	748	6
	Cum. Total*	4	1	4	1	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	32.2	70.0	32.2	70.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	22.4	70.0	22.4	70.0	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	9.8	70.0	9.8	70.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	85	6	7	64	75	15	18	0	0	350	85	7	75	18	0	350	13495	2	63	30	6	345
Ethnicity																						
African American/Black	2										2						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	83	6	7	63	76	14	17	0	0	350	83	7	76	17	0	350	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	6	86	1	14	0	0	347	7	0	86	14	0	347	2194	0	32	50	18	338
No	78	6	8	58	74	14	18	0	0	350	78	8	74	18	0	350	11301	2	69	26	3	346
Current LEP																						
Yes	1										1						406	0	39	41	20	339
No	84	6	7	63	75	15	18	0	0	350	84	7	75	18	0	350	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	0										0						5721	1	52	39	9	342
No	85	6	7	64	75	15	18	0	0	350	85	7	75	18	0	350	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	85	6	7	64	75	15	18	0	0	350	85	7	75	18	0	350	13489	2	63	30	6	345
Gender																						
Female	45	2	4	37	82	6	13	0	0	350	45	4	82	13	0	350	6568	3	67	26	4	346
Male	40	4	10	27	68	9	23	0	0	349	40	10	68	23	0	349	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	85	6	7	64	75	15	18	0	0	350	85	7	75	18	0	350	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	85	6	7	64	75	15	18	0	0	350	85	7	75	18	0	350	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Yarmouth Schools
School: Yarmouth Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	1	44	39	16	340
B. less than one hour	92	6	8	56	77	11	15	0	0	350	92	8	77	15	0	350	80	2	66	28	4	345
C. one to two hours	8	0	0	3	50	3	50	0	0	344	8	0	50	50	0	344	13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	49	5	13	31	79	3	8	0	0	353	49	13	79	8	0	353	47	3	68	24	4	346
B. good	40	1	3	23	72	8	25	0	0	348	40	3	72	25	0	348	41	1	62	31	5	344
C. fair	9	0	0	5	71	2	29	0	0	344	9	0	71	29	0	344	9	0	51	41	8	342
D. poor	3	0	0	1	50	1	50	0	0	341	3	0	50	50	0	341	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	39	3	9	24	75	5	16	0	0	350	39	9	75	16	0	350	31	3	63	28	6	345
B. They match some of what I have learned.	51	3	7	31	74	8	19	0	0	350	51	7	74	19	0	350	49	2	68	26	3	345
C. They match just a little of what I have learned.	7	0	0	5	83	1	17	0	0	345	7	0	83	17	0	345	14	1	53	39	7	342
D. There is no match.	2	0	0	2	100	0	0	0	0	344	2	0	100	0	0	344	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	28	1	4	15	65	7	30	0	0	348	28	4	65	30	0	348	18	1	50	38	11	342
B. about the same as my regular schoolwork	57	5	11	36	78	5	11	0	0	351	57	11	78	11	0	351	57	2	68	26	3	346
C. easier than my regular schoolwork	15	0	0	10	83	2	17	0	0	350	15	0	83	17	0	350	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	11	0	0	3	33	6	67	0	0	342	11	0	33	67	0	342	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	46	1	3	30	81	6	16	0	0	349	46	3	81	16	0	349	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	43	4	12	28	82	2	6	0	0	353	43	12	82	6	0	353	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	24	1	5	16	84	2	11	0	0	351	24	5	84	11	0	351	22	3	67	25	4	346
B. 20 minutes to an hour	64	3	6	36	71	12	24	0	0	349	64	6	71	24	0	349	46	2	68	26	4	346
C. less than 20 minutes	8	0	0	6	100	0	0	0	0	352	8	0	100	0	0	352	18	1	56	36	8	343
D. I rarely read at home.	5	2	50	2	50	0	0	0	0	355	5	50	50	0	0	355	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	1	8	8	62	4	31	0	0	347	16	8	62	31	0	347	29	1	56	36	7	343
B. six to ten pages	19	2	13	10	67	3	20	0	0	351	19	13	67	20	0	351	21	2	62	31	5	344
C. eleven or more pages	65	3	6	41	80	7	14	0	0	351	65	6	80	14	0	351	50	3	68	25	5	346
Optional school/SAU question																						
A.	33	1	50	1	50	0	0	0	0	362	33	50	50	0	0	362						
B.	67	0	0	4	100	0	0	0	0	349	67	0	100	0	0	349						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Yarmouth Schools
School: Yarmouth Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	39	39	39	39	1985	14
	2007-2008	46	45	46	45	2277	17
	2008-2009	26	31	26	31	2328	17
	Cum. Total*	111	39	111	39	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	45	45	45	45	6990	51
	2007-2008	46	45	46	45	6764	50
	2008-2009	53	62	53	62	7045	52
	Cum. Total*	144	50	144	50	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	14	14	14	14	3673	27
	2007-2008	10	10	10	10	3504	26
	2008-2009	6	7	6	7	3137	23
	Cum. Total*	30	10	30	10	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	1	1	1	1193	9
	2007-2008	1	1	1	1	1044	8
	2008-2009	0	0	0	0	997	7
	Cum. Total*	2	1	2	1	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	37.5	78.1	37.5	78.1	31.5	65.6
A. Number	20	42	15.7	78.5	15.7	78.5	12.8	64.0
B. Data	8	17	6.7	83.8	6.7	83.8	6.1	76.3
C. Geometry	8	17	6.4	80.0	6.4	80.0	5.5	68.8
D. Algebra	12	25	8.6	71.7	8.6	71.7	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	85	26	31	53	62	6	7	0	0	358	85	31	62	7	0	358	13507	17	52	23	7	348
Ethnicity																						
African American/Black	2										2						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	83	26	31	52	63	5	6	0	0	358	83	31	63	6	0	358	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	7	1	14	6	86	0	0	0	0	351	7	14	86	0	0	351	2204	6	36	36	22	338
No	78	25	32	47	60	6	8	0	0	358	78	32	60	8	0	358	11303	19	55	21	4	350
Current LEP																						
Yes	1										1						412	7	37	35	21	339
No	84	26	31	52	62	6	7	0	0	358	84	31	62	7	0	358	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	0										0						5727	10	48	31	12	343
No	85	26	31	53	62	6	7	0	0	358	85	31	62	7	0	358	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	85	26	31	53	62	6	7	0	0	358	85	31	62	7	0	358	13501	17	52	23	7	348
Gender																						
Female	45	12	27	30	67	3	7	0	0	357	45	27	67	7	0	357	6568	16	52	24	8	348
Male	40	14	35	23	58	3	8	0	0	358	40	35	58	8	0	358	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	85	26	31	53	62	6	7	0	0	358	85	31	62	7	0	358	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	85	26	31	53	62	6	7	0	0	358	85	31	62	7	0	358	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	9	38	32	21	340
B. less than one hour	92	24	33	44	60	5	7	0	0	358	92	33	60	7	0	358	80	19	54	22	5	349
C. one to two hours	8	0	0	5	83	1	17	0	0	351	8	0	83	17	0	351	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	16	47	18	53	0	0	0	0	365	44	47	53	0	0	365	40	25	51	17	7	351
B. good	51	6	15	28	70	6	15	0	0	351	51	15	70	15	0	351	45	14	56	24	6	348
C. fair	5	2	50	2	50	0	0	0	0	360	5	50	50	0	0	360	12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	10	29	23	66	2	6	0	0	359	45	29	66	6	0	359	38	23	52	19	5	351
B. They match some of what I have learned.	49	13	34	21	55	4	11	0	0	356	49	34	55	11	0	356	45	16	56	22	6	348
C. They match just a little of what I have learned.	4	1	33	2	67	0	0	0	0	360	4	33	67	0	0	360	12	10	45	33	12	343
D. There is no match.	3	0	0	2	100	0	0	0	0	356	3	0	100	0	0	356	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	5	2	50	0	0	2	50	0	0	349	5	50	0	50	0	349	17	8	45	34	13	342
B. about the same as my regular schoolwork	58	10	22	34	74	2	4	0	0	357	58	22	74	4	0	357	59	19	55	21	5	350
C. easier than my regular schoolwork	37	13	45	14	48	2	7	0	0	361	37	45	48	7	0	361	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	1	17	3	50	2	33	0	0	349	8	17	50	33	0	349	15	8	41	35	15	341
B. 30–45 minutes	19	6	40	7	47	2	13	0	0	357	19	40	47	13	0	357	29	16	54	23	6	348
C. 45–60 minutes	23	5	28	12	67	1	6	0	0	356	23	28	67	6	0	356	32	21	55	19	5	350
D. more than 60 minutes	51	13	32	27	66	1	2	0	0	360	51	32	66	2	0	360	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	2	50	2	50	0	0	343	5	0	50	50	0	343	6	6	33	39	23	337
B. two or three days a week	36	8	28	20	69	1	3	0	0	358	36	28	69	3	0	358	12	15	55	22	8	348
C. two or three times each month	33	10	37	14	52	3	11	0	0	359	33	37	52	11	0	359	26	20	56	19	5	350
D. never or almost never	26	8	38	13	62	0	0	0	0	358	26	38	62	0	0	358	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	8	28	19	66	2	7	0	0	358	36	28	66	7	0	358	37	14	51	27	9	346
B. two or three days a week	46	14	38	21	57	2	5	0	0	358	46	38	57	5	0	358	27	20	55	19	6	350
C. two or three times each month	13	2	20	6	60	2	20	0	0	356	13	20	60	20	0	356	19	22	53	19	6	350
D. never or almost never	5	2	50	2	50	0	0	0	0	357	5	50	50	0	0	357	18	15	51	26	8	347
Optional school/SAU question																						
A.	33	1	50	1	50	0	0	0	0	367	33	50	50	0	0	367						
B.	67	1	25	3	75	0	0	0	0	363	67	25	75	0	0	363						
C.	0										0											
D.	0										0											